



Hartley Primary Academy

SEN&D Policy

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1. Children with Special Needs, need Special Parents, Teachers and Teaching Assistants

At Hartley Primary Academy we welcome all children including those who have different learning styles and may be identified as having Special Educational Needs and Disabilities (SEN&D). We have high expectations for our pupils and will ensure that all children make progress in their academic as well as social and emotional development.

Inclusion is at the centre of our schools aims and values. We are committed to a whole school approach – SEN&D is a shared responsibility by the whole school and all members of the school community.

We believe that inclusion is successful when attitudes are welcoming, positive and empathetic; when there is sufficient and appropriate support for the child, the parents and the school, ensuring the establishment of good links. Our priority is to ensure that a child with special educational needs has access to the right support and to this end, we work hard to maintain links with parents and health, social care and education professionals.

This policy was developed with parents/carers, representatives from the governing body and parent teachers association and parents of children with special educational needs and will be reviewed annually.

2. Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. **SEN Code of Practice (2014, p 4)**

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Additionally the definition of what constitutes as SEN Support is as follows:

"SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching or exceeding the nationally prescribed threshold for schools and colleges, and SCARF funding for EYFS). Each CYP identified as SEN Support will have Outcomes which



have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement." (KCC June 2016)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' **SEN Code of Practice (2014)**

3. The kinds of special educational need for which provision is made at the school

At Hartley Primary Academy we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's Syndrome, learning difficulties, behaviour difficulties and social and emotional difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Speech and Language

Autism

Severe Learning difficulty.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

4. Information about the policy for identification and assessment of pupils with SEN

A graduated response:

At Hartley Primary Academy we monitor the progress of all pupils at least three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points eg:

Y1 phonics screening – June



Speech link and Language link for all Foundation Stage children in term 1 and 2
BEAM – During Foundation Stage
Spelling age – for all pupils at the start and end of the academic year
Reading age – most commonly used in upper KS2 in term 1
Science assessments for each module of work

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

E.L.S. in Year 1
Phonic support end of Year R and KS1
Numeracy support in small groups
Booster groups for both Literacy and Numeracy
Teacher assistant support within class, alongside focus teacher support

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Hartley Primary Academy we are experienced in using the following assessment tools:

Dyslexia Screening
Dyscalculia Screening
Colour Screening
Y.A.R.C
Language for Learning
Speech Link
Language Link
Suffolk Reading Test
Sound Linkage
Non-word reading test

We have access to external advisors in the form of Educational Psychologists that are employed across the Leigh Trust. They have a range of tools to use to support our assessment process.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. **At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.**



If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

There will be no change in, or identification of, SEN without prior discussions with parents or carers.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

5. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:

5a. How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress* is being made.

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

(*See Appendix A)

5b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Hartley Primary Academy are listed in section two. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

5c. The school's approach to teaching pupils with special educational needs



High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. **SEN Code of Practice (2015, 6.37)**

In Hartley Primary Academy the quality of teaching is judged to be 'good overall, with some that is outstanding, and parents and carers agree. Teachers have high expectations that all pupils should achieve well.' (Ofsted November 2012)

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one or small group tutoring / precision teaching / mentoring, small group booster teaching, use of ICT software learning packages, use of the Soundfield system. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

5d. How the school adapts the curriculum and learning environment for pupils with special educational needs

At Hartley Primary Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review we have made the following improvements as part of the school's accessibility planning:

- Ramps to outside doors of classrooms
- Lifts to stairs by the Hall and Year 6 classrooms
- Disabled toilet for children and visitors installed (outside Redwood class)

We have identified that the following aspects of the school may need to be improved:

- Lift to Year 1 classrooms



5e. Additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our Local Offer Provision Map~. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school via an application for High Needs Funding. It is the SENCO and Principal of the academy that will apply for and submit the application, should the £6000 threshold be crossed and further funding is required to support the pupil.

~See Appendix B

5f. How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Hartley Primary Academy are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

5g. support that is available for improving the emotional and social development of pupils with special educational needs

At Hartley Primary Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g.:

PSHE

Thinking Families

Cross Year Group Mentoring

Reading Buddies

and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g.:

Therapeutic Play Assistant



External Counsellor
ELSA Teaching Assistant
Pastoral Support Offices
FLO
PALS
Lego therapy
Time Out – Quiet spaces
Individual Work Stations

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

6. The name and contact details of the SEN Co-ordinator

The SENCO at Hartley Primary Academy is Vicki Adams, who is a qualified teacher and has been in post since November 2006. As she has been a SENCO continuously since before 1 September 2009 she is not required to undertake the National Award for SEN Co-ordination She also holds a Leadership accreditation and Language for Learning Award. She is assistant principal for Hartley Primary Academy.

Mrs Vicki Adams is available on 01474 702742 or senco@hartleyprimary.org.uk

7. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training:

ASD
Dyslexia Foundation Level Training
Key Skills in both Literacy and Numeracy to at least level 2
Phonics training
Behaviour management awareness
Lego Therapy awareness

In addition the following teachers have received the following enhanced and specialist training:

J Burrell – HLTA, MFL and ELSA, Mindfulness Training
P. Chapman – Therapeutic Play and MFL
A Larson – HLTA, ELSA, Lego Therapy, Mindfulness Training, Sensory Circuits



D Osmond - Foundation Stage specialist
M Crawford – HLTA, Foundation Stage specialist, Lego Therapy
L Collings – Music Specialist
L Sullivan - ELSA
J Hassett – HLTA Speech and Language assistant
L Pilott – Sensory Circuits
K Foster – Lego Therapy
J Olley – Sensory Circuits
P Skinner – FLO, BEAM
M Doe - Mindfulness

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Milestone Academy, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

8. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

9. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Hartley Primary Academy are invited to discuss the progress of their children at least three times a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.



In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

10. The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

11. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Hartley Primary Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with either class teacher, SENCO, Vice Principal or Principal to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

12. How the Leigh Trust Board of Governors involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:



- Free membership of LIFT for access to specialist teaching and learning service
- Educational Psychology - Three EP's are currently appointed to work 5 days, jointly, a week across the Trust schools.
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO - SENCO forum and NASEN

13. The contact details of support services for the parents of pupils with special educational needs:

- Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education.
- Kent Parent Carer Forum website
- M4S Independent supporters

(See Appendix C for contact details)

14. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Hartley Primary Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Foundation Stage teachers and teaching assistants visit all children prior to school entry both at their pre-school setting and in their home. They meet with pre-school staff and meet with the children during transition days, usually held in July, prior to entry to school.

We also contribute information to a pupils' onward destination by providing information to the next setting. Transition to secondary education is supported with additional visits to the destination school, meetings with Hartley Primary Academy SENCO, parents and destination school staff and pupil information made available via a pupil profile.

15. Information on where the local authority's local offer is published.



The local authority's local offer is published on:

[\[http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer\]](http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer)

and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on

Next review on September 2018



Appendix A:

The **SEN Code of Practice (2015, 6.17)** describes inadequate progress thus:

'Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- ***is significantly slower than that of their peers starting from the same baseline***
- ***fails to match or better the child's previous rate of progress***
- ***fails to close the attainment gap between the child and their peers***
- ***widens the attainment gap'***



Appendix B:
Provision Map/Local Offer for Hartley Primary School by SEN category across the
school – September 2017

| Area of Need | All pupils, where appropriate | ISP |
|--------------------------------------|--|---|
| Cognition and Learning | Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Visual timetables Illustrated dictionaries Use of writing frames Access to word processor In class support from TA Focused group work with CT e.g. guided reading | ELS , ALS, FLS Springboard Booster groups In class support from TA Additional keyboard skills group Individual reading with TA / CT Awareness of learning styles - Visual, auditory and kinaesthetic approach |
| Area of Need | SEN/ECHP | |
| Cognition and Learning | Intense literacy or numeracy support Adapted catch up programmes Additional phonics training Additional individual reading Paired reading Memory skills training Peer tutoring Letters and Sounds Floppy Phonics assessment materials Daily phonics/SPAG sessions Awareness of learning styles - Visual, auditory and kinaesthetic approach Pre- and Post-tutoring Specific language intervention groups Basic skills checklists e.g. high frequency words/Phonics Numeracy Catch u | |
| Area of Need | All pupils, where appropriate | ISP |
| Communication and Interaction | Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Increased visual aids / modelling etc Visual timetables Use of symbols Structured school and class routines Speech link screening | In class support from TA with some focus on supporting speech and language Additional use of ICT e.g. Clicker 6 |
| Area of Need | ECHP | |
| Communication and Interaction | Speech and Language support from SALT, followed up in school Paired/group talk Barrier Games Input from Autism Outreach Team Support for alternative forms of communication e.g. Makaton/PECS Visual organiser ICT – Writing with Symbols Word mats, topic glossaries Individual visual timetables TA support during whole class teaching time to engage each child and model/ elicit responses Pre and Post tutoring Discussion and scribing to promote quality responses Resources e.g. voice recorders, iPads | |



| | |
|--|---------------------------|
| | Role play and hot seating |
|--|---------------------------|

| Area of Need | All pupils, where appropriate | ISP |
|---|--|--|
| Emotional, Social and Mental Health Difficulties | Whole school behaviour policy Whole school / class rules Class reward and sanctions systems Circle Time / parachute games Thinking Families | Small group Circle Time Group reward system Support for unstructured times |
| Area of Need | ECHP | |
| Emotional, Social and Mental Health Difficulties | Individual counselling Individual reward system Nurture group Anger management training Peer mentoring/ Friendship support groups Social skills training Circle of Friends Social stories Peer mentors and Song Leaders to promote collaborative play Resources for outdoor play Social Use of Language Programme Clubs Circle time Celebration assemblies School Behaviour Policy and Strategies Educational Psychologist Communication and Autism Team support and resources Child and Adolescent Mental Health Service (CAMHS) Early Help | |
| Area of Need | All pupils, where appropriate | ISP |
| Sensory and Physical | Flexible teaching arrangements Staff aware of implications of physical impairment Medical support Brain gym exercises BEAM | Additional keyboard skills Additional handwriting practice Access to equipment e.g. writing slopes |
| Area of Need | ECHP | |
| Sensory and Physical | Motor skills programme for small group Individual support in class during PE Physiotherapy programme Access to ICT Pencil grips Specialist pencils Posture support Sloping writing boards Further differentiation of physical activity (fine and gross motor) Occupational Therapist Physical adjustments and support as necessary Provision of specialist equipment & resources eg. Special scissors Fine and gross motor skills Enlarged text Health Care Plans Promotion of | |



Appendix C:

IASK

A special educational needs and disabilities service for children, young people and parents

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: [IASK on Facebook](#)

Fax: 01622 671198

Kent Parent Carer Forum website www.kpcf.co.uk

M4S Independent supporters www.m4s.org.uk